
Leicester Children's Hospital School



Chair of Governors
Information pack

September 2026

Introduction

Thank you for your interest in the Chair of Governors role at The Children's Hospital School. Our current chair, has been a governor / vice-chair / chair for several years, guiding us through a successful OFSTED inspection in October 2023.

Due to other commitments, our chair is looking to step back from this role within the next term or so. We have a very strong and supportive governing body, who have helped leaders move the school forwards so we can provide the very best for children and their families.

The school continues to go from strength to strength, and has grown significantly over the last 10 years, with current plans in place to open new learning provisions. As a foundation school, we are in a good financial position with strong leadership and governance.

We are looking for someone with governance experience at a senior level who is able to take on this key role as Chair of the Governing Body, ideally someone who has fulfilled a similar role elsewhere. An understanding of the current educational landscape is important, as is the ability to support the school's executive headteacher and leadership team through these challenging times.

If you feel you have the experience to fill this role then we would ask that you write a statement of interest setting out your knowledge, skills and understanding and how you will support the school as it moves forward. Please see the Chair of Governors role description (Appendix A) and confirm that you are eligible to be appointed as a governor by referring to the eligibility criteria (Appendix B).

**Statements of interest should be emailed to the clerk of governors
(clerk@childrenshospitalschool.leicester.sch.uk).**

We would anticipate, prospective candidates to meet the Executive headteacher, current chair of governors and to visit the school in advance of any application.

“Those responsible for governance understand the school very well. They have ensured that the statutory responsibilities have been fulfilled. The school's improvement is prioritised well” (OFSTED – 2023)

Our School

The Children's Hospital School provides education for students aged 2-19 who are too ill to attend their mainstream school. We teach students across five school sites and provide tuition for children too ill to leave their home.

There are a range of medical needs, both physical and mental, experienced by students within the school. Some may have chronic and / or life-threatening medical conditions that bring them into hospital many times over their childhood and adolescence. There will be some with degenerative medical conditions, acquired brain injuries, or those recovering from major surgery. A significant number of students have social, emotional and complex mental health needs.



Leicester Royal Infirmary

Education provided to children aged 2-19 during their time as an inpatient teaching in cubicles and bedsides, or in the small classroom. Staff follow the curriculum provided by the child's own school.

The Beacon, Glenfield Hospital

This is an inpatient CAMHS adolescent psychiatric unit for young people aged 13-18. Education is provided for all students assuming their health permits, providing a range of activities and supporting students to maintain their studies.

Willow Bank School

Education is provided to Key Stage 4 students who live at home but are unable to access education in their own school due to mental and / or physical health. Students follow a personalised timetable comprising both academic and therapeutic elements. Individual timetables are designed to meet students' academic needs, whilst taking account of health and wellbeing factors. There are also 16 places for young people in Years 10 & 11 with an EHCP (anxiety / autism).

Magpie Learning Centre

Education is provided for students in Y7-10 who are finding it difficult to access education in their own school due to mental and / or physical health. Full-time pupils follow a personalised timetable comprising both academic and therapeutic elements. Those attending one of the part-time intervention groups will have a timetable designed to help them manage school and then re-integrate.

Phoenix Learning Centre

The Phoenix Learning centre in Hinckley provides short-term early intervention placements for students in Years 7 – 10 who are finding it difficult to access education in their own school due to mental and / or physical health. Pupils follow a 12-week programme comprising both academic and therapeutic elements which is designed to meet their specific needs and support their reintegration back to school. There are also 12 places for young people in Years 10 & 11 with an EHCP (anxiety / autism).

Remote tuition

The school provides tuition for children aged 2-16 who are unable to leave the home to attend school, on medical grounds. Staff follow the courses the students would be covering at their own school.

Our Core Purpose and Values

We work together in a nurturing and happy environment to break down barriers, inspire learning and provide opportunities for all to flourish beyond their expectations. Everything is guided by our values.

integrity
equality
honesty
enjoyment
respect
teamwork
kindness
recovery

Strategic Intent

Our long-term strategic intentions and is supported by more detailed school and department improvement plans. The six areas of focus are:

- Pupil Progress & Attainment
- Personal Development of Pupils
- Pupil Safety & Wellbeing
- Developing Partnerships
- Leadership, Governance & Finance
- Investing in our Staff



All school improvement priorities have the central focus that all our children & young people will move successfully to their next phase of learning. We aim to support them in becoming:

- Work Ready
- Ready for Further Study
- Life Ready

To be successful we aim to improve:

Teaching & learning
Academic attainment & progress
Attendance
Our curriculum offer
Behaviour & attitudes
Successful transitions
Well-being & safety
Personal development
Parental & community engagement
External partnerships as a leading school
Leadership & governance
School resources & funding
School systems and processes
Staff expertise via professional learning

We will determine our success using:

Challenge Partner QA reviews
CLASS & NAHE peer reviews
Lesson observations
Coaching & staff development
Work scrutiny
Stakeholder surveys
Exam results
Data tracking & analysis
Transition data & NEET figures
Performance growth reviews
LA performance dialogues
Attendance data
Subject reviews
Staff CPD analysis



The Governing Body

The governing body is the school's accountable body. It is responsible for the conduct of the school and for promoting high standards. The governing body aims to ensure that children are attending a successful school which provides them with a good education and supports their well-being.

There are 12 school governors in total

- Executive headteacher
- Parent governor (2)
- Staff governor
- Foundation governor (2)
- LA governor
- Co-opted governor (5)

The core functions of the governing body are executed through their attendance at regular committee meetings, together with individual visits which have a clearly defined purpose. These functions are best described as follows:

Setting the strategic direction of the school by:

- Setting the values, aims and objectives for the school
- Agreeing the policy framework for achieving those aims and objectives
- Setting targets
- Agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure

Challenges and supports the school by monitoring, reviewing, and evaluating:

- The implementation and effectiveness of the policy framework
- Progress towards targets
- The implementation and effectiveness of the school improvement strategy
- The budget and the staffing structure

Ensures accountability by:

- agreeing the school's own self-evaluation report
- responding to Ofsted reports when necessary
- holding the head teacher to account for the performance of the school
- performance management of the Executive headteacher
- ensuring parents and pupils are involved, consulted and informed as appropriate
- making available information to the community

Please see the [governor section](#) on the school website for more details.

Governor meetings

Each academic year there are 4 full governor meetings (Sept, Nov, March, June) which start at 5.30pm. In addition, there are two sub-committees – Curriculum & Standards, and Finance, Personnel & Premises. Each sub-committee meets once per term, starting at 4.30pm and the Chair of Governors typically attends all meetings. Most meetings typically last for 1½ hours, although at times this can be longer.

Other meetings and visits that take place during the year:

- Pay committee.
- Executive headteacher appraisal.
- Link governor meetings.
- School base visits.
- Link governor visits.

Governors usually take on an area of responsibility within the school as a 'link' Governor. This enables them to have greater knowledge on a particular area of monitoring. These are usually agreed at the first meeting of each academic year. These include subject areas, school bases, health and safety, SEND, safeguarding, for example.

Visits

Governors are expected to carry out at least one monitoring visit per year but can visit more frequently. There are opportunities to visit the bases informally as part of 'getting to know' visits. In addition, the school holds charity events and Christmas lunch which Governors are always welcome to attend.

Induction

After appointment to the board and completion of the relevant paperwork with Governors Services, Governors undertake an induction programme. This consists of 6 parts, each emailed by the clerk, usually weekly. In addition, there are 3 training opportunities which need to be completed as part of the induction process:

- An introductory module to Governance (online) – self led through National Governance Association
- An online briefing with James Stafford (DSL) on Teams – usually 30 minutes
- Safeguarding training – this can be face to face or online through a number of providers (clerk to provide details during induction)

Governor Training

Training is available from a range of providers, through face to face, online or self-study. Governors are encouraged to complete training to develop their knowledge and understanding of key areas of education and/or their link area. In addition, all Governors are required to annually update their safeguarding training. This usually delivered at the first full governors meeting of the year.

The 7 Principles of Public Life

Originally published by the Nolan Committee: The Committee on Standards in Public Life was established in 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty - Holders of public office should be truthful.

Leadership - Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Chair of Governors – Role Description

The School Governance (Procedures) (England) Regulations state that it is the Chair's responsibility to:

- Ensure the business of the governing body is conducted properly, in accordance with legal requirements.
- Ensure meetings are run effectively, focusing on priorities, and making the best use of time available and ensuring that all members have an equal opportunity to participate in discussion and decision-making.
- Establish and foster an effective relationship with the Executive headteacher based on trust and mutual respect for each other's role. The Chair has an important role in ensuring that the governing body acts as a sounding board to the Executive headteacher and provides strategic direction.

The duties/tasks for the Chair of Governors can be split into three specific roles:

- PLANNING
- MANAGING
- SUPPORTING

THE CHAIR'S PLANNING ROLE

- Prepare in advance for meetings to ensure they are as effective as possible - ensure papers are sent out in advance and agenda items are clear on what needs to be done (decision to be made, for discussion, for information etc.)
- Plan the cycle of meetings and timetable for action and reports. This includes the timing of committee meetings to allow feedback to full meetings etc.
- Make sure all governors have an opportunity to contribute to the school improvement plan and target setting process.
- Ensure implementation, monitoring and evaluation of priorities, policies and plans takes place on a regular/cyclical basis.
- Work with the Executive headteacher and governing body to develop and implement effective school policies.

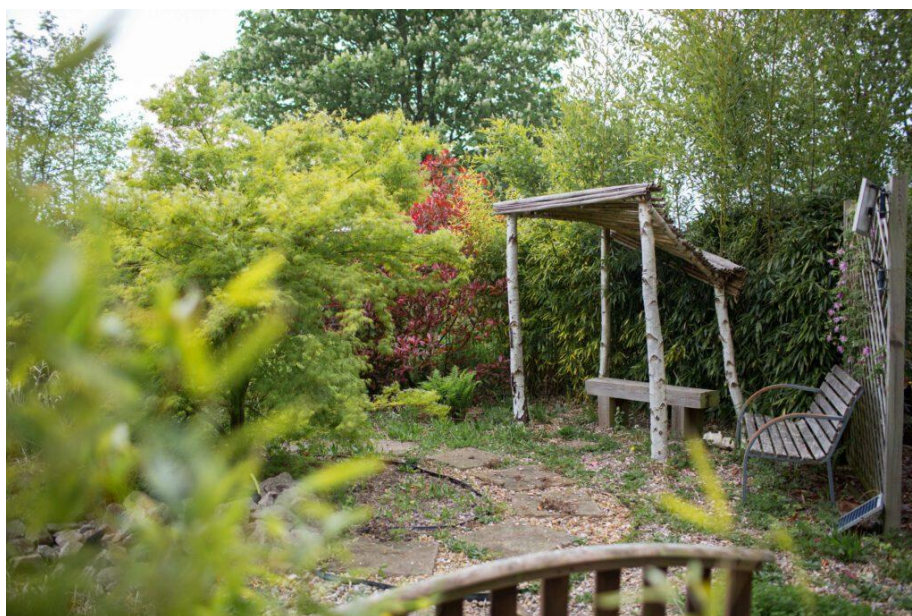
THE CHAIR'S MANAGING ROLE

- Make sure that governing body meetings start and finish on time and are not too long.
- Ensure that the agenda focuses on priorities and that time is allocated accordingly.

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- Ensure discussions focus on agenda items/priorities.
 - Encourage all to participate.
 - Ensure decisions are taken when necessary and recorded.
 - Recognise and use people's skills and experience.
 - Work with the Vice-Chair of Governors to develop a role for them.
 - Delegate effectively, encourage the use of committees.
 - Establish a clear governing body understanding of the roles/responsibilities of governors and professionals in the school.
 - Report and explain any urgent action taken.

THE CHAIR'S SUPPORTING ROLE

- Be available and meet regularly with the Executive headteacher to talk through issues and concerns and offering constructive advice when appropriate.
- Provide support, guidance, and encouragement to new governors – either directly or arranging for other governors to take on this mentoring role.
- Be seen in school on as regular basis as possible.
- Be accessible to other governors and keep in touch between meetings.
- Work in partnership with the LA and other appropriate agencies/groups.
- Identify governing body training needs and encourage governors to attend training sessions.
- Be ready to take on the jobs that no-one else will do.



Governor Eligibility Criteria

Please read the following list of qualifications and disqualifications for being a Governor. If you are not eligible then we will not be able to consider you for appointment / election.

- Registered pupils are not eligible for appointment or election as Governor.
- Governors must be aged 18 years or over at the time of election or appointment.
- A person is disqualified from holding office if that person:
 - Is the subject of a bankruptcy restrictions order or an interim order, a debt relief restrictions order, an interim debt relief restrictions order or their estate has been sequestrated and the sequestration has not been discharged, annulled, or reduced.
 - Is subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986, a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989, a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).
 - Has been removed from the office of charity trustee or trustee for a charity by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of any body.
 - Is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people.
 - Is barred from any regulated activity relating to children.
 - Is subject to a direction of the Secretary of State under section 128 of the Education and Skills Act 2008

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- Is disqualified from working with children or from registering for child-minding or providing day care.
 - Is disqualified from being an independent school proprietor, teacher, or employee by the Secretary of State.
 - Has been sentenced to three months or more in prison (without the option of a fine) in the five years before being appointed/elected as a Governor or since becoming a Governor.
 - Has received a prison sentence of two years or more in the 20 years before becoming a Governor.
 - Has at any time received a prison sentence of five years or more.
 - Has been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a Governor.
 - Refuses a request by the clerk to make an application to the Disclosure and Barring Service (DBS) for a DBS check.

If you fail to attend meetings, without the consent of the Governing Body for a continuous period of 6-months you will be disqualified from continuing to hold office as a Governor. You must notify the clerk if you are disqualified from holding, or from continuing to hold, office as a Governor. Details of the above restrictions may be found in The School Governance (Constitution) (England) Regulations 2012.

Governors are deemed to be volunteers, and as such must have the right to work in the UK. You will be required to provide evidence of this before election or appointment is confirmed.

“Education is the most powerful weapon which you can use to change the world”

Nelson Mandela